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AUTHOR Slemp, Jim
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ABSTRACT

Outcomes of a school improvement program begun in 1988 at Roosevelt Middle School in Eugene, Oregon, are described in this paper. The first part provides a background of the school's innovative process and program development. The second part outlines the school's major components of restructuring--a common vision and core beliefs, principles of the change porocess, participative decision-making, new staff roles, community involvement, an integrated curriculum, and evaluation and assessment. Appendices contain the school improvement plans and timeline; information on the decision-making process and the community involvement subcommittee; staff, student, and parent questionnaires; and the evaluation timeline. (LMI)

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A MODEL OF

A RESTRUCTURED SCHOOL

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A
PRESENTATION
BY
JIM SLEMP
at National Middle School Conference
NOVEMBER, 1991

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A HISTORY OF INNOVATION

Roosevelt Middle School has a history marked by a continuing process of school improvement. During the past three years, the Roosevelt staff, students and community have made significant progress in developing and implementing major transformational change in our program. This most recent school improvement process was made possible through the commitment of our staff and community and was helped through receiving a State of Oregon School Improvement Grant.

This process began in 1988 with the establishment of an ad hoc committee charged with examining a growing need to change the way our school was operating. The staff felt a sense of frustration and stagnation and a growing need "to do things differently." We requested and received inservice time to examine and change our evaluation process, our House program and staff training on learning styles. These changes, although successful, were problem/solution oriented. The process, however, led us to the commitment that the best way to meet the needs of our students at this time was through major transformation change. In June, 1988, at a staff retreat, we began setting new directions.

In Spring 1989, our newly formed School Improvement Committee began developing action plans for change. We developed our Roosevelt Mission Statement and began to look at program possibilities. In April our staff made a consensus decision to undergo transformational change beginning in 1990-91. We based transformational change on the premise that "Everything that we are doing now will not continue unless we choose to continue it."

During August, 1989, we held a staff retreat to develop the specific plans and organizational model that would be used to complete our school improvement planning phase by September, 1990. This planning was broad-based and involved staff, students and parents. During the 1989-90 school year we held staff retreats, organized research committees, developed action proposals and adopted changes we planned to implement in September, 1990. In November, 1989, committees were formed to look at our five major focus areas for our school improvement efforts: Structure and Organization, Curriculum, At-Risk Students, Counseling and Guidance, and Community Involvement. The committees met from November to January, and developed recommendations for the School Improvement Steering Committee. The site committee held a retreat in February, 1990, and used these recommendations to develop an overall proposal that was presented to the staff, students, and parents for input. We adopted and began implementing the changes at a site committee retreat in June, 1990, followed by a staff retreat in August. Each of the retreats was designed to develop specific programs for implementation in September. These committees have continued to meet and have been active in implementation and formative evaluation.

Key components of the changes included the development of interdisciplinary team taught classes. These "Connections" classes were designed to present integrated multi-disciplinary curriculum with the goal of helping students better understand the interconnectedness of traditionally separated disciplines. Additional important components provided for all seventh graders to participate in a "Service Learning" program in which students contributed to the community by interacting with community agencies as volunteers. Students have learned the valuable lesson that by giving of oneself, one learns and gains in self esteem. Eighth grade students completed a "Mentorship' synthesis project. Students, with the assistance of an adult community mentor, researched, developed, and publicly presented projects that illustrated cumulative skills and learning.

A further important change involved redesigning our daily schedule. Our goal was to restructure the day in order to slow the pace for both students and staff. We designed longer blocks of teaching and preparation time to provide for quality work time. Students meet with all of their teachers on Mondays in eight thirty-seven minute periods. On Tuesday through Fridays students meet with half of their teachers on an every other day basis in extended seventy minute classes.

This past winter we instituted a major evaluation of the steps thus far implemented. During the Spring of this year we made adjustments to our program based upon evaluation data and further staff, student, and community input and discussion. Further, we are in the process of adding a significant new component to our program for the Fall of 1991. We will be integrating a Macintosh computer lab and network system designed to infuse computer technology into all disciplines.

The Roosevelt staff, students, and community have a long history of working collaboratively and conscientiously to meet successfully each new challenge that comes our way. We feel this last year has set us on a course of renewed learning and discovery. We feel that many of the changes we have undertaken are steps towards an educational model that will better meet the needs of students as we move towards a new century.

ROOSEVELT MIDDLE SCHOOL - SCHOOL IMPROVEMENT
MAJOR COMPONENTS OF RESTRUCTURING

1. Common Vision and Core Beliefs

- Emphasis on "process" vision and strategies.

- "Content" vision developed as we went along.

- Focus on creating a common vision, not on deficiency or problem solving model.

- Speak possibility, support possibility, challenging what has become axiomatic.

- Helping to create a great and positive image of the future for all kids.

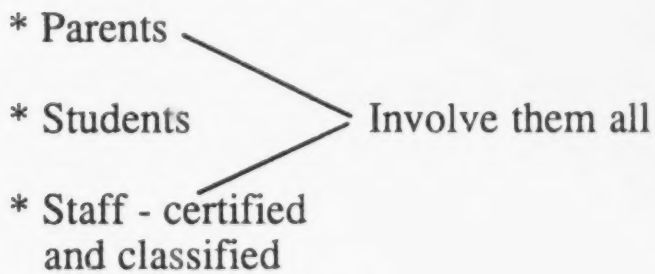
- Keep referring back to vision as the focus of efforts.

2. Understanding of the Change Process

- Transformational versus incremental change
- Building a critical mass around a vision
  * Constant invitations
  * Parents and students on board
  * School Improvement takes ownership
- Use retreat process - focus on people building and relationships.
- Use of third party experts.
- Building a doable plan and keeping focus - keep moving forward - setting furture agendas.
- Provide adequate resources and support.
- Designing meeting processes/agenda.
- Importance of closing the loop.
- Caring, listening and supporting.
- Moving to action early.

3. Authority and Decision Making

- Decision making processes decided first.



- Empowering individuals and groups.

- Documenting meeting results and quick turn around.

- Leaders give up power but provide leadership.

4. New Roles for Staff

- Involvement in decision making

- Collaboration/Teaming

- Focus on data and research

- Pilots - mini-grant

- Building/Leading/Improving

5. Community Involvement

- Genuine decision making role

- Kids in the community

- Community in the school

- Success for all kids

6. Curriculum and Instruction

- Connections classes - Integrated Curriculum

- No tracking

- Teaching strategies

  * Cooperative Learning

  * Autonomous Learner Model

  * Multiple Intelligence

- Technology

- Time Schedule

7. Evaluation and Assessment

- Community Data

- Alternate form of student assessment

- Constant evaluation of program

- Process open - results and ideas shared

EXHIBITS

Exhibit #1	School Improvement Plans - 1989/90
Exhibit #2	School Improvement Timeline - 1989/90
Exhibit #3	School Improvement Decision Making Process
Exhibit #4	School Improvement Pilots
Exhibit #5	Roosevelt Middle School Staff Questionnaire, December, 1989
Exhibit #6	Roosevelt Middle School Student Questionnaire, December, 1989
Exhibit #7	Roosevelt Middle School Parent Questionnaire, December, 1989
Exhibit #8	Community Involvement Subcommittee
Exhibit #9	School Improvement Evaluation Timeline - 1990

Exhibit #1

ROOSEVELT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLANS - 1989/90

GOALS

- Tie whatever we do to student success and staff/parent satisfaction.
- Value and reward people in the process.
- To enhance the quality of instruction.
- Everyone affected by a decision should be involved in making the decision.
- To not do more as a staff but do things differently.
- Develop a clear mutual vision of what the school should be and could be. A clear mission that all staff members are committed to achieving.
- To get another grant.
- To be a growing/improving organization.
- To expand our resource bank.
- To have a clear timeline for deciding and implementing decisions.
- To build in evaluation throughout the year.
- To transform our program to better prepare students for the future.

ORGANIZATION

- School Improvement Committee will be in charge of planning and organization of this process. Minutes of this group will be shared with the staff.
- School Improvement Committee will select a steering group. Minutes of this group will be shared with the staff.
- The following committees will be set up and will include all staff members, representative parents and students:
  - Structure and Organization - teams and time
  - Curriculum - interdisciplinary
  - Research and ideas
  - Community Involvement
  - Guidance and Counseling
  - Resource Bank
- The chair of each committee will be on the School Improvement Steering Committee.
- Staff members who are on both the School Improvement Steering Group and the Staff Steering Committee will be responsible for sharing information with both groups.
- Each team should be working to develop their own views regarding school improvement plans.

PROCESS

Note: School Improvement Committee and School Improvement Steering Group meets throughout the process.

- **August 30** Review plans with whole staff.
- Committees formed and chairs selected.

- **September 29** 1/2-day Inservice
  Committees meet - organization, how to get input, planning
- Committee input obtained from all groups.

- **November 9** 1/2-day Inservice
  Committees meet - develop proposals.
- Proposals to School Improvement Committee for development into one unified proposal.

- **January 24** 1/2-day Inservice
  Proposal presentations to staff for input.
- Proposals presented to parents and students for input
- School Improvement Committee revises proposals and presents changes.

- **March 2** 1/2-day Inservice
  Decisions on proposals.

- **April 6** 1/2-day Inservice
  Spring and summer team building and planning for fall, 1990.

- **September,1990** Begin new program.

- **Spring, 1990** Major evaluation of new program.

Exhibit #3

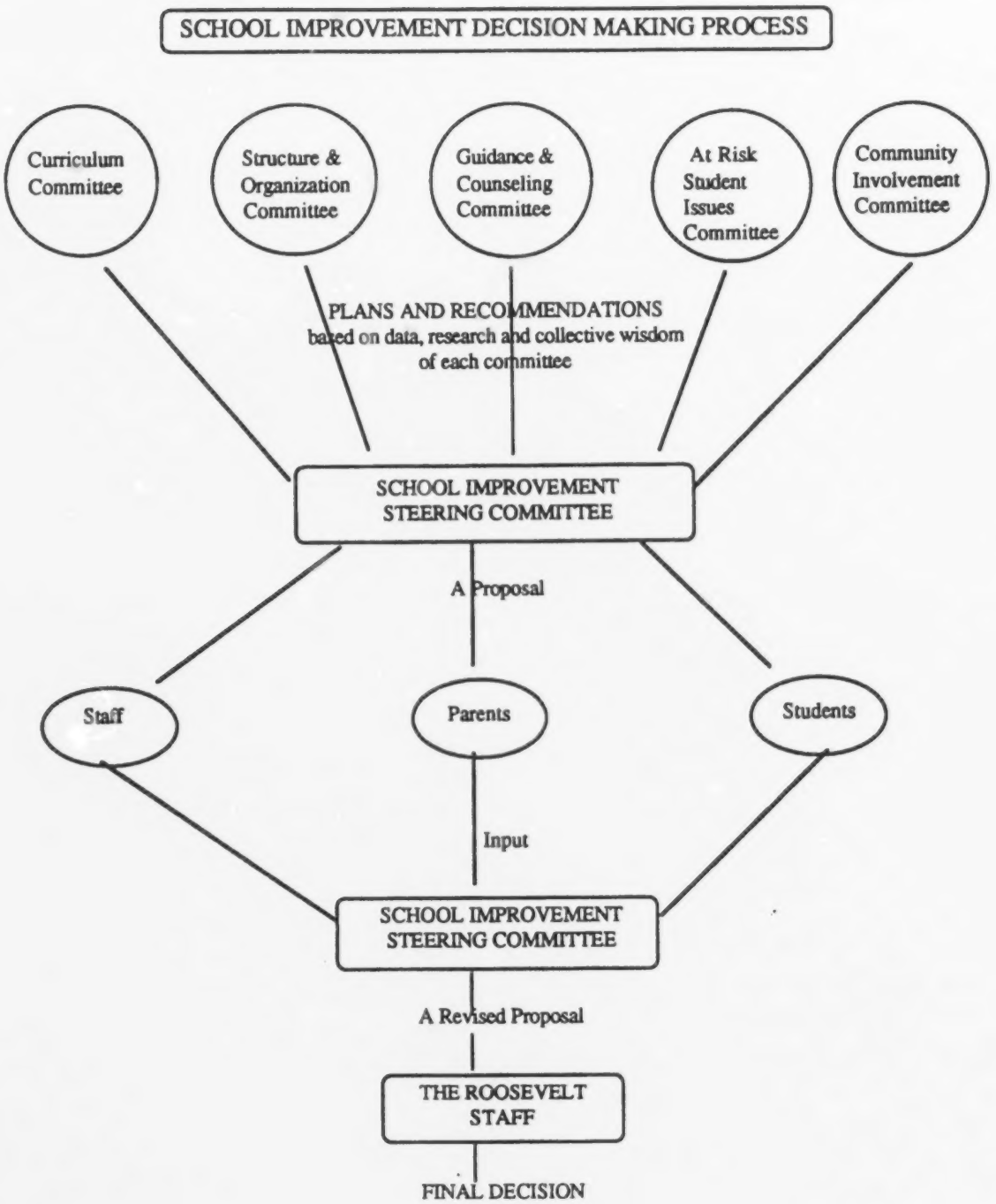

SCHOOL IMPROVEMENT DECISION MAKING PROCESS
Curriculum Committee
Structure & Organization Committee
Guidance & Counseling Committee
At Risk Student Issues Committee
Community Involvement Committee
PLANS AND RECOMMENDATIONS
based on data, research and collective wisdom of each committee
SCHOOL IMPROVEMENT STEERING COMMITTEE
A Proposal
Staff
Parents
Students
Input
SCHOOL IMPROVEMENT STEERING COMMITTEE
A Revised Proposal
THE ROOSEVELT STAFF
FINAL DECISION

Exhibit #4

October 10, 1989

TO: All Staff

RE: School Improvement Pilots

We're ready to accept proposals for Winter Term School Improvement Pilots. In order for a pilot to be funded, it must meet the following criteria:

1. Involve a team of people.

2. Involve integrated curriculum.

3. It would be helpful if the proposal would include plans for students to do an individual long-term project that embraces an integrated curriculum, challenges students at their individual skill level, provides opportunities for students to work with an adult mentor on their projects.

4. It would be helpful for the pilot to somehow include community involvement.

5. Utilize alternative staffing patterns in the instruction of its activities to provide staff and students longer blocks of time for learning and study.

6. Pilots will be expected to complete a simple evaluation of their pilot program at the conclusion of the pilot.

7. Pilot proposals should include needed staff development funds for activities to help the pilot to be successful.

One-half day of sub time will be made available for teachers to write a pilot proposal. This proposal should be one page describing the proposal, goals, etc. If you're interested in this time, check with Jim or LuAnn.

Pilot applications should be completed and turned in to Jim by October 20. We need to have schedules to Pat by October 27. If you need help or support, please check with one of the School Improvement Steering members.

Good Luck!

Exhibit #5

ROOSEVELT MIDDLE SCHOOL
STAFF QUESTIONNAIRE
DECEMBER, 1989

Directions: Please answer the following questions to provide data for our school improvement process.

Overall Program

1. What would you identify as the greatest strengths of the Roosevelt program? (Maximum 3).

2. What do you consider to be the characteristics of an ideal school? (Maximum 3).

Organization and Structure This category refers to the way the program is delivered. Currently classes are organized according to departments. Grade levels are generally mixed. Students are grouped by ability in language arts and math.

3. Roosevelt's schedule is divided into seven, 40-minute periods with 20 minutes for House. I am satisfied with this structure.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

4. Do you know of any new schedule ideas either from other schools, districts, or states or from your own ideas that you would like us to consider?

ROOSEVELT MIDDLE SCHOOL
STUDENT QUESTIONNAIRE
DECEMBER, 1989

We are trying to find ways to make our program better for you and for future Roosevelt students. We would like to get some information from you to help us in that process.

Directions:	Answer each question according to your own personal opinion and feelings.

1. List the greatest strengths of Roosevelt's program. (Limit yourself to naming 3).

2. Describe your idea of an ideal school. Give some details.

3. If we were to combine two different subjects together as a class, what subjects would you like combined?

4. Is there something we should be teaching that we're not?

5. List the areas of interest you would like more time to explore. (Limit yourself to listing 3).

ROOSEVELT MIDDLE SCHOOL
PARENT QUESTIONNAIRE
DECEMBER, 1989

Directions: Please answer the following questions to help us in our school improvement process.

Overall Program

1. What would you identify as the greatest strengths of the Roosevelt program? (Maximum 3).

2. What do you consider to be the characteristics of an ideal school? (Maximum 3).

Organization and Structure This category refers to the way the program is delivered. Currently, classes are organized according to departments. Grade levels are generally mixed. Students are grouped by ability in language arts and math.

3. Roosevelt's schedule is divided into seven, 40-minute periods with 20 minutes for House. I am satisfied with this structure.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

4. Do you know of any new schedule ideas, either from other schools, districts, or states or from your own ideas, that you would like us to consider to better meet the needs of our students?

COMMUNITY INVOLVEMENT SUBCOMMITTEE

Community Involvement in Public Schools

The changing demographics of middle school students presents greater challenges for professional educators than ever before. It is becoming increasingly clear that schools are finding it more difficult to meet these challenges on their own. The Carnegie report, Turning Points, suggests "Schools and community organizations should share responsibility for each middle grade student's success." It may well take a combined effort for us as educators to find the success we wish for our students.

Involving the community in the education of our youth clearly has positive benefits for the teacher, the student and the community.

COMMUNITY INVOLVEMENT CAN:

*For the Teacher:	-reduce workload -increase school/classroom resources -reduce adult/student classroom ratios -improve public image and support -improve morale -expand academic support
*For the Student:	-increase student success -raise aspirations through increased number of positive adult role models -develop strong sense of civic responsibility -expand opportunities to learn about the "real world" -expand academic support
*For the Community:	-decrease duplication of services -build trust between the community and schools -develop stronger civic responsibility ties between students and community -help develop youth that will be better prepared for the modern community

Our recommendations fall into three categories. Each recommendation is important and is presented in no particular order. We realize that our recommendations are extensive and would be difficult to implement in a short period of time. Our hope is that much of what follows will be integrated into the total restructuring effort.

I. BRINGING THE COMMUNITY TO THE BUILDING SITE.

-Develop a "Tutoring Center" at which volunteers, including parents, high school alumni, university students, and interested community members, contribute time before and after school to meet the needs of individual students.

-Develop the expectation that parents of Roosevelt students will give time, resources, or service to the school as part of their support for the education of their child.

-Continue and expand the "resource bank" of parental expertise.

-Bring community resources that serve the needs of our students to our building. Provide space for such agencies as CSD, Juvenile Courts, Parks and Recreation, so that these services will be centralized and closer to the recipient.

-Develop regular "Round Table" discussions that bring together community leaders, parents, and staff to explore questions of ways to be of greater assistance to each other.

-Provide for the utilization of the building space beyond the normal school day.

-Develop a regular program that brings significant numbers of parents into the classroom to take responsibility for classroom presentations, freeing staff to engage in other than teaching activities.

-Increase parental governance such that they are involved in a broad range of decisions. This may take the form of teams of parents working with a small unit within the building. The Laurel Hill plan might serve as a model.

II. TAKING THE BUILDING TO THE COMMUNITY

-Develop "business partnerships" with a possible emphasis on working through the local Chamber of Commerce or the Convention and Visitors Bureau. Another partnership could be developed with a local retirement center with the retirement center providing the coordinating staff. EXAMPLES: Students could work with tourist centers as community experts, develop pamphlets about the community. Expand our participation in "Project Business" through Junior Achievement and other apprenticeship programs.

-Develop an "apprenticeship" or community service program that will put all students into the community for a two week period each year. The design should include "specialness" for each of the grades, e.g. 7th grades are involved in service, 8th graders are involved in apprenticeships, etc.

-Send students to learn about and work with community service organizations such as Pearl Buck, Meals on Wheels, The Mission, ARC.

-Develop an extensive mentor program which takes all students out of the building at least once a term to learn in the community setting.

III. WHAT IS NEEDED TO BRING THIS ABOUT

-Develop grant money to provide professional people to oversee the people who work with students.

-Develop full-time "community resource developers" whose job would be to assist "data bank" parents, field trips, mentor programs, business partnerships, recruitment, etc.

-Develop selection and training procedures for people who will work with students.

-Identify local needs, issues, and resources as they relate to education.

-Develop an annual survey to monitor how we are doing and to identify what we need to be doing.

-Do an assessment of needs to determine how many people will be needed to carry out program recommendations.

-Design staff development programs that will help teachers "let go" of the traditional roles used to carry out their tasks as educators.

-Address contract and state concerns.

-Educate the community to assume a more active role in the education of our youth.

-Develop a better system of articulation between all levels of the education community in order to better assist the needs of one another.

-Develop structure, supervision, and evaluation systems.

-Develop a recognition system for students, staff, and volunteers.

-Develop community agencies to help carry out some of the more ambitious recommendations.

> As the community embraces our children, the general quality of our city is enhanced, ensuring a better future for the world.

a quote from the Roosevelt Middle School Parent Questionnaire

ROOSEVELT MIDDLE SCHOOL
SCHOOL IMPROVEMENT EVALUATION TIMELINE

Thursday, January 31	School Improvement Committee Dinner Meeting to develop evaluation instruments 4:00-7:30 p.m.
Wednesday, February 6	Board presentation
February 11 - February 20	- Conduct Evaluation - Parents: Random sample mailed - Students: Random sample written - Staff: C.A.D.R.E. interviews
February 20 - March 1	Compilation and sharing of data
Friday, March 1 - Saturday, March 2	School Improvement Steering Committee and Steering Committee Retreat to develop proposals for change for 1991-92
Week of March 4	Presentation of change proposals to students
Wednesday, March 6	Staff Meeting (p.m.) to present proposals for change
Tuesday, March 12	Presentation of change proposals to parents at a Parent Group Meeting, 7:30 p.m.
Thursday, March 14	1/2-day Staff Workshop to make decisions on proposals for change
Week of March 25	Team Evaluations

PIONEERS
A CENTURY OF CHANGE

CONNECTIONS CLASS OF 1990-91

What would you put in a time capsule if you were living in Eugene in 1890? How about 1990? Or 2090?

If you were born in 1890 how long would you live? How much would you earn and how might it be spent? What does a school day look like? How would you spend your free time? Has much changed in the preceding century? What might be the expectations of 2090?

In this Connections class we will be developing an understanding of the past and present and reaching for some possible implications for the future. Fall term we will be researching and cataloguing the people and the times of the late 19th Century. Focus will be on lifestyles, transportation and inventions.

The Masonic Cemetery will help us direct our focus. We will research family names found in the cemetery(genealogy) and possibly do some restoration and maintenance as a service project. Creation of 3 time capsules for 1890/ 1990/ 2090 would be part of the culminating ceremonies.

Activities will include researching families and using local resources to develop a sense of the area in 1890. Other activities include: music and dance, costumes, reenacting social events, journal writing, writing personal biographies of historical characters and developing a presentation(play). There will be required fiction and non-fiction reading(Our Town, Oregon Trail journals, newspaper articles of the time, and texts of the day).

Second term we will focus on how we as humans have affected our ecology by the development of Eugene's Amazon canal eco-system. Study will include: the historical understanding of the Amazon area, native plant and animal populations, current conditions in the system including pollution, exotic introductions, weather and development as it effects the area. Student input will help develop topics for the term.

Spring term we will be looking at how we might understand and predict the interconnected nature of the world in 2090. Transportation, especially use of airplanes and related technologies and communications around the globe, will be considered. Activities might include: considering use of new fuels, new means of personal and mass transportation, applied technologies and possible models. Communication with others around the world using different communication systems will be made(computer, FAX, etc.).

Throughout the year the Pioneers IM class will create a video news magazine of events around Roosevelt. Approximately 25 students per term will be filming, editing, reporting, writing and presenting a bi-monthly 30 minute news program which will be broadcast every other Friday at lunch. All Pioneers IM students will eventually spend one term working on the news magazine.

Pioneers (IM) will be 3 periods in length and will intergrate math into the class. Students taking this class will meet the CORE skill level for recommendations equivalent to their particular math placement.

Pioneers will meet 2 periods and students selecting this Connections class will need to meet their math recommendations outside of the Connections class.

Expectations: We believe by increasing the amount of choice and input students have in their own education, they will do their best and always look to improvement and new challenges. Parental involvement and assistance in resource skills, transportation, community service and classroom activities is vital for the success of this program.

Pioneers (IM) and Pioneers will be taught by Marna Belcher, Hugh Hogland and Larry Liedtke.

PIONEERS

From November 1889 to November 1893 Benjamin Harrison was our 23rd President. During this pivitol time, events occurred which were to effect the current American scene.

-statehood for five Western territories
-Wounded Knee, the Cherokee strip and the end ofthe great buffalo herds
- big business growth, the Anti-Sherman Act
- enactment of child labor laws and labor unions
- immigration at an unprecedented level
- establishment of Ellis Island and finishing the Statue of Liberty
-opening of Yosemite National Park
-the growth of ghettos in the industrial North
-Susan B. Anthony and the women's suffrage movement
-George Eastman's film and Thomas Edison's Kinetograph
-growth in medical knowledge and addiction to opium and cocaine
-Henry Ford's first proto-type car engine
-Sears and Roebuck Company and the Grange movement

These are just a few of the people and events of that incredible period. During this term Pioneers will focus on giving the students a sense of our common past by recreating some of those experiences and connecting yesterday to the present.

Supplies and Materials

For Pioneers IM students will need the following materials:

-red spiral notebook
-personal journal writing book
-legal size portfolio (at Hiron's)
-protactor
-compass
-ruler with inches and centimeters
-scientific calculator(TI 30 or TI 34 preferred)
-adequate pencils, pens and paper
-(optional) colored pencil set

Field Trips and Activities

We will be involving the students in several activities which will be in the community and require field trip permission slips.

Masonic Cemetery

The Masonic Cemetery (3 blocks east of RMS) will serve as a focal point for much of the term's work. * Activities will include:

- -surveying the plots
- -gathering biographical information
- -restoration
- -"Adopt a Plot" by individuals
- -resource for math, art and written exercises
- -catalogue of names to be shared with schools

In addition to this the class will be participating in field trips which include: a **Draft Horse** logging show which uses horses to harvest timber products, the **Brownsville Museum** and **Lane County Museum**, and a **bicycle tour** of the late 19th Century architecture of Eugene.

Other planned activities include: a box social in the park, canning of a harvest crop, the production of a play based on Wilder's "Our Town" using historical characters of Eugene, guest speakers and films.

Students are expected to participate in all activities.

Please inform us if you are available to help in any way (transportation, sharing interest with groups, skills or expertise which might improve the experience for the students, etc.).

*PLEASE NOTE: Much of our time during this year will require students to be out of doors (**rain and poison oak**) and adequate clothing for these activities would be recommended; raingear, long pants, long sleeve shirts and outdoor shoes.

Language Arts

We will be using an intergrated approach to language art skills. These will include:

- -understanding and using the levels of process writing (Pre-writing, Self-writing, Editing Groups, Revision and Teacher Product)
- -review of necessary mechanics for written presentations
- -learning logs (note taking, research, factual material)

-response journals (problem solving , clarification, concerns)
-personal journals (impressions, self-expression)
-7th Graders Service Learning log (record placement impressions)
-8th Graders Mentorship Progress log (record stages, contacts)
-cooperative groups will create a Chronical(class news) of progress in class activities

-reading "Our Town" by Thortin Wilder
-reading selected short stories, articles
-reading and using biographical and factual articles
-choice of 1(one) novelle from the book list or instructor's okay
-referencing materials from different sources(interviews, texts)

Math-Pioneers IM

-students will progress through the concepts expected at their level
-math assignments will be given 4 days a week, with quiz or test on Fridays to evaluate progress
-all assignments will be kept and stapled to Friday's quiz
-parent signature is required on packet sent home Monday (returned Tuesday)
-intergrated math concepts will be stressed in classroom activities

Affective Learning

-students will use cooperative learning models in classroom activities
-autonomous learning will be incorporated to encourage life-long learning on the student's part
-discussions and conflict management will also be encouraged

Parent Section

_____ My daughter/ son is _____
_____ I am interested in volunteering in Pioneers
_____ Sorry, I am unable at this time to help.

I am interested in _____
Name_____ Phone #_____

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SYLLABUS *PIONEERS FALL TERM*

Week 1
Presentation of "School Days" 1880
Program Information
Cemetery Presentation

Week 2
Cooperative Learning Groups
Room Procedures/ Portfolios
Grave rubbings

Week 3
Art Work (Advertising Box Social)
Cooperative Learning (Jigsaw)
Plot Research
Video Magazine Field Trip
Short Story
Bibliography /Library
Writing Assignment
Plot Plans

Week 4
Cemetery Follow up
Group Implemention of Plot Plan/Research
Field Trip *Oregon Draft Horse Assoc.*
Costumes and Games (Practice)
"Our Town"
7th Graders presentation on *Service Learning*

Week 5
Square Dance Activity
Costumes and Speakers
Box Social (Evening Activity)
Music, Food, Games, Dancing, Costumes

Week 6
Biographies of people due
Inventions and Machines/ Women's Movement
Plot Plans
7th Graders begin SL placement

Week 7
Architecture of period
Bike Field Trip
Art Project
Book choose from bibliography or other
8th Graders first Mentorship meeting

Week 8
Begin "Our Town"
Plot Plan up-date
Individual Character Assignments (Narratives)
Assignment of Play roles
Costumes, set, props, actors, prompters, lighting

Week 9
Finish Play "Our Town"
Work with Costumers, set, lighting
Plot Plan up-date

Week 10
Brownsville Field trip
Play pratice (all parts and technical work)* consider courtyard
Book report due (from bibliography or other)
Plot Plan up-date
8th Grade Assignments begin
Work biographies into play "Our Town, Eugene"

Week 11
Play Practice
Student SL /Mentorships

Week 12
Play (dress rehearsals)
Final Cemetery Plans submitted
Evaluation of first term's work(teacher and students)

Week 13 or Week 1
New term begins
Play presentation to whole school/community
Video Tape presentations

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